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volume a variety of subjects—ranging from the failure of our public-school system to meet the needs of the “atypical” child to the causes of prostitution—the book is necessarily diffuse and general. It is valuable, however, to the layman interested in the subject of educational psychology, on account of its popular mode of presentation, its exhaustive bibliography, the “Medical Symposium” to which some eminent authorities have contributed, and the section on “The Problem of Clinical Research and Diagnosis.” This last section discusses the different scientific tests that have been developed for the determination of exceptional development in children, and contains many useful suggestions as to the proper training of the child who does not conform to “average” standards.

When the author leaves the field of educational psychology and ventures to touch upon social and economic subjects, he frequently fails to discriminate between scientific fact and his own personal opinion and prejudice; indeed, he even misuses scientific terms in his discussion of environmental influences that surround the child and tend to make it “exceptional.” For example he confuses heredity and environment in this flagrant fashion: “No eugenic childbirth is possible where there is not a healthy, happy home life” (p. 415); or “Many fathers whose nervous system has become depleted in the mad rush for gain have left a pernicious inheritance of defectiveness” (p. 419). Sometimes, too, the author abandons entirely the terminology of the scientist to assume the weighty responsibility of a pedantic moralist: “A child who lies is not necessarily wicked on that account” (p. 207); or: “An effeminate man is an abomination and a mannish woman is an insult to womanhood” (p. 84).

On the whole, however, the book is well worth reading and owning, as it contains many suggestive paragraphs and much information that could not be obtained elsewhere without considerable search.

HELEN GLENN TYSON

STATE BOARD OF EDUCATION
PITTSBURGH, PA.

Vocational Education. Compiled by EMILY ROBINSON. New York: The H. W. Wilson Co., 1917. Pp. 303. \$1.25.

This volume is intended to be a sourcebook of material bearing on the subject of vocational education. According to the author's statement it is intended for the use of “teachers of vocational education, and students who are training to be public-school teachers, as well as people

who have only a general intelligent interest in education." Its selected articles are arranged under these divisions: phases of vocational education for youth, industrial education, commercial education, agricultural education, household arts, and vocational guidance. The authors, whose writings are used, are usually representative. Extended bibliographies of additional material in print bearing on the particular divisions just enumerated are presented. Unfortunately there is no index.

The purpose of the work is worthy, much valuable material has been brought together, and no doubt many teachers and others will be distinctly helped by it to a better understanding of vocational education.

JOHN M. GILLETTE

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City and County Administration in Springfield, Illinois. By D. O. DECKER and SHELBY M. HARRISON. New York City: Russell Sage Foundation, October, 1917.

Social Surveys of Three Rural Townships in Iowa. By PAUL S. PEIRCE, PH.D. Studies in the Social Sciences, First Series, No. 12, December, 1917. University of Iowa Monographs.

Methods of Investigation in Social and Health Problems. By DONALD B. ARMSTRONG, FRANZ SCHNEIDER, JR., and LOUIS I. DUBLIN. Reprinted from *American Journal of Public Health*, Vol. VII, No. 1, January, 1917, and *Relative Values in Public Health Work*. By FRANZ SCHNEIDER, JR. Reprinted from *American Journal of Public Health*, Vol. VI, No. 9, September, 1916. New York City: Department of Surveys and Exhibits, Russell Sage Foundation.

Chicago Social Service Directory. By VALERIA D. McDERMOTT and ANNIE ELIZABETH TROTTER. Chicago: City of Chicago Department of Public Welfare, 1918.

The Springfield, Illinois, Social Survey is technically the most interesting and the most thoroughly executed survey which the Russell Sage Foundation has yet made. The survey was actually made in the spring and summer of 1914 with some additional investigations made the following year. The completed survey will comprise ten small volumes. Most of these studies were given publicity in the newspapers and at public